**Etruscan Primary School PSHE Curriculum Overview.**

School A takes an enquiry-based approach to curriculum planning for all subjects. As a result, they decided to group the learning opportunities from th[e **PSHE Association**](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935)

[**Programme of Study**](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935) (from across its three Core Themes:)

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| **Health and Wellbeing,** | **Relationships,** | **Living in the Wider World** |

to form termly or half-termly topics, each of which responds to a ‘big question’. The overarching key questions act as the topic titles and can be easily shared with both pupils and parents to explain what the pupils, in each year group, will be learning about that half term.

To build this curriculum framework, a working party of teachers allocated the learning opportunities from the PSHE Association Programme of Study to different year groups. These were selected carefully to reflect the context of the school and local community, address the pupils’ needs and stages of development and build logically year on year (every learning opportunity from the Programme of Study is covered at least once across the primary phase). By grouping the learning opportunities together, the working party was able to see topics or short units of learning coming together. The working party then used the [**PSHE Association** **Primary Planning Toolkit**](https://www.pshe-association.org.uk/curriculum-and-resources/resources/scheme-work-planning-toolkit-key-stages-1-and-2) to match age-appropriate learning objectives for each year group. Finally, a key question was designed as a topic title and starting point for pupil enquiry.

The **Curriculum framework whole school overview 1** gives a brief summary or ‘at a glance view’ of school A’s PSHE framework, it displays the key questions or lines of enquiry each year group will follow in each term, across the school. This has been developed to be easily displayed alongside curriculum maps for other subjects and for viewing on the school website.

The **Curriculum framework whole school overview 2** provides a quick and simple way to view the progression of learning throughout the primary phase and provides further detail about what is taught under each ‘big question’. The working party felt it would be useful for the senior leadership teams, PSHE and curriculum coordinators, teachers, parents and governors as it can help support discussions about what is included within the subject of PSHE education. It can also be used to decide which particular topic areas to collect assessment evidence on or do a work scrutiny on, or gather pupil feedback on throughout the year.

The **Curriculum framework long term planning grids** are intended to support school A’s teachers’ long term planning and set out the learning opportunities (from the Programme of Study) covered within each topic in the curriculum framework. The corresponding learning objective/s (from the Primary Planning Toolkit) have also been included. There is a grid for each year group.

For further planning guidance for each year group (including learning outcomes, key questions, the essential skills and attributes developed, and further guidance), teachers refer back to the **medium term planning grids** for a particular year groupin the Primary Planning Toolkit**.**

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| PSHE CURRICULUM FRAMEWORK: Etruscan Primary School Overview | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | What makes a good friend? | Who is special to us? | What helps us stay healthy? | What can we do with money? | Who helps to keep us safe? | How can we look after each other and the world? |
| **Year 2** | How do we recognise our feelings? | What is bullying? | What jobs do people do? | What is the same and different about us? | What helps us to stay safe? | What helps us grow and stay healthy? |
| **Year 3** | How can we manage our feelings? | What keeps us safe? | What are families like? | What makes a community? | Why should we eat well and look after our teeth? | Why should we keep active and sleep well? |
| **Year 4** | How can we be a good friend? | How do we treat each other with respect? | What strengths, skills and interests do we have? | How will we grow and change? | How can our choices make a difference  to others and the  environment? | How can we manage risk in different places? |
| **Year 5** | What decisions can people make with money? | How can friends communicate safely? | What makes up a person’s identity? | How can we help in an accident or emergency? | What jobs would we like? | How can drugs common to everyday life affect health? |
| **Year 6** | How can we keep healthy as we grow? | | Compass for life | How can the media influence people? | What will change as we become more independent? How do friendships change as we grow? | |

**Etruscan Primary School Whole School Overview 2023-2024**

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| PSHE CURRICULUM FRAMEWORK: Etruscan Primary School | | | | | | | | |
| *Etruscan has chosen six key themes which are colour-coded to give an ‘at a glance guide’ in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.* | | | | **Rights and responsibilities** | | | **Feelings and friendship** | |
| **Money** | | | **Safety and risk** | |
| **Health** | | | **Identity** | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Year 1** | What makes a good friend? | Who is special to us? | What helps us stay healthy? | | What can we do with money? | Who helps to keep us safe? | | How can we look after each other and the world? |
| **Year 2** | How do we recognise our feelings? | What is bullying? | What jobs do people do? | | What is the same and different about us? | What helps us to stay safe? | | What helps us grow and stay healthy? |
| **Year 3** | How can we manage our feeling? | What keeps us safe? | What are families like? | | What makes a community? | Why should we eat well and look after our teeth? | | Why should we keep active and sleep well? |
| **Year 4** | How can we be a good friend? | How do we treat each other with respect? | What strengths, skills and interests do we have? | | How will we grow and change? | How can our choices make a difference  to others and the  environment? | | How can we manage risk in different places? |
| **Year 5** | What decisions can people make with money? | How can friends communicate safely? | What makes up a person’s identity? | | How can we help in an accident or emergency? | What jobs would we like? | | How can drugs common to everyday life affect health? |
| **Year 6** | How can we keep healthy as we grow? | | Compass for life | | How can the media influence people? | What will change as we become more independent?  How do friendships change as we grow? | | |